A PATH FORWARD — TOGETHER

OBJECTIVES & EXPECTED OUTCOMES
STUDENT AND COMMUNITY LIFE

April 2018
Create an environment where students, faculty, staff, and visitors of any gender identity can feel comfortable utilizing the restroom of their choice.
- Community members have an increased number of restroom choices that meet their needs.
- Gender-neutral bathrooms are marked on Georgia Tech maps.

Provide more awareness and education to the Georgia Tech community on sexually transmitted infections (STIs) and HIV/AIDS — as well as methods of prevention.
- The Georgia Tech community is aware of HIV/AIDS and other STIs and how these can affect health and life on campus.

Review and enforce policies related to graduate stipends across colleges.
- There is transparency and consistency in the application and enforcement of policy.

Add preferred pronouns and names to academic systems like Canvas, T-square, and BuzzPort.
- Academic systems provide options for using preferred pronouns and names.

Determine the appropriate space allocation requirements of the LGBTQIA Resource Center and enhance staffing and resources to match appropriately with the center's workload and programming.
- Users of the LGBTQIA Resource Center have adequate space for both group and private gatherings.
- Increased amount of programming meets the needs of students, faculty, and staff.

Review the organizational alignment of the LGBTQIA Resource Center (particularly in relation to Institute Diversity and the Division of Student Life) and how it interacts with other on-campus organizations that provide diversity and inclusion-related services and programming.
- There are clearer lines of delineation between the LGBTQIA Resource Center and other offices.
- Stronger relationships and partnerships between the LGBTQIA Resource Center and other offices are established.
- Consideration is given to develop a strategic case for support for alumni and donors.
Create a mechanism for the LGBTQIA community and allies to provide input and advice to the Institute's top leadership.

➢ There is a clear and consistent flow of information, recommendations, and action between the LGBTQIA community on campus and the Institute's top leadership.

Clearly communicate current inclusive housing practices and policies to all students such that they are able to anonymously indicate whether they would like to opt-in/out of said housing

➢ Students will have the flexibility to choose gender-inclusive housing should they so desire.

Explore the creation of a more comprehensive gender-inclusive housing policy to ensure that students of all gender identities are served equitably. As part of this, benchmark policies and practices at peer and inspirational universities.

➢ Students will have the flexibility to choose gender-inclusive housing should they so desire.

Evaluate the current LGBTQIA representation in existing or newly forming Diversity and Inclusion Councils across campus.

➢ Increased representation from LGBTQIA-identified individuals on local unit and Institute councils where diversity and inclusion topics are considered.

Evaluate a comprehensive approach for examining student experiences around areas such as: mental health, academics, campus culture, LGBTQIA experience, etc. that allows for information to be consistently and rapidly interpreted and accessible.

➢ Current surveys should be reviewed for utility toward this objective.
➢ Anonymized survey results and action items should be publicly available following the completion of data collection and analysis.

Evaluate the use of predictive technology to identify students who may be at greater risk for academic or mental health concerns.

➢ A working group is established to determine the benefit and risks of implementing predictive analytics (as trends or individual data).
Provide resources and professional development to faculty and teaching assistants to increase awareness and better equip them with the necessary knowledge and skills related to crisis prevention and appropriate intervention/referral for students who may be in distress.

➢ Increase the number of faculty trained on basic counseling and crisis prevention.

Enhance faculty understanding of student mental health issues and increase understanding and awareness through required (short and periodic) training, e.g., new faculty orientation and online modules.

➢ Increase faculty and teaching assistant understanding of stressors that students experience inside and out of the classroom to provide an environment that fosters better learning.

Provide enhanced training, communication, and resources from the LGBTQIA Resource Center in order to increase programs, outreach, and online resources on issues important to the LGBTQIA community, such as Trans 101, Safe Space, etc. This includes programming to groups such as: Admission Tour Guides, FASET Leaders, Greek Community, GT1000/2000 Team Leaders, Faculty, Administrators, Campus and Student Leadership, Housing Staff, Academic Advisors, and Teaching Assistants.

➢ Evidence of an increased number of trainings completed.
➢ The Center's website reflects these topics, and appropriate training programs are developed for specific audiences.

Provide Safe Space and Trans 101 Training for all senior administrators (e.g., president's cabinet, deans/associate deans, VPs/AVPs)

➢ All senior leaders are trained.

Increase the availability of general information courses on well-being and LGBTQIA issues.

➢ Students, faculty, and staff at all levels of the Institute can access training materials when, where, and how they want.

Faculty, administrators, and student leaders should indicate on their syllabi or equivalent documents if they are Safe Space- or Trans 101-trained to show an awareness of and sensitivity toward the LGBTQIA community.

➢ Materials are developed and are distributed appropriately. Wording added to the Center for Teach and Learning Syllabus Checklist.
Enhance graduate student engagement in areas such as: orientation/transition programming (e.g., Grad Groups, Grad Orientation, etc.), mental health, student programming/events, finances, and other opportunities.

➢ Graduate students are actively engaged in programming offered by the Institute.
➢ There is increased communication of events to graduate students.
➢ Grad students are efficiently and effectively prepared for life at Georgia Tech.

Develop more consistent and transparent practices and policies within units pertaining to graduate student expectations (e.g., academic expectations, workload, funding levels).

➢ Develop guidelines/templates for policies, resources, and practices for use and adaptation across different units, and regularly audit departmental graduate handbooks to ensure they are in alignment with Georgia Tech and other relevant policies.

Increase the engagement of the alumni community in support of LGBTQIA issues and efforts.

➢ Establish a partnership with the Alumni Association LGBTQIA Affinity Group to develop a communication and outreach plan for LGBTQIA alumni.